Smarter Balanced - What Next?

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Smarter
Balanced
Assessment Consortium

Review Last Year's Processes

- Did students get enough time to practice on the form and format of the test?

- Did Test Administrators have the technology support that they needed?

- Did students have enough time to complete the test?

- Was there an efficient process in place to track which students completed their tests?

- Did students get the right supports and accommodations?

Prepping for Next Year

- Were there any changes to school, district or state policies that may change what we do and/or how we do it?

- Are there any new adults who need to be involved in the process?

- Are there any adults that have left the school or district? Is their position being filled? If not, who will serve their role?

- ***Implementation Guide:***
  http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/03/Usability-Accessibility-and-Accommodations-Implementation-Guide.pdf

Ongoing Questions

- Who is responsible for analyzing summative and interim assessment results?

    – What is the degree of our achievement gap?

    – Did the "rank order" of the data change?

    – Were the interim assessment results consistent with the summative?

    – What is the consistency of other available data that can also describe students' knowledge and skills

Ongoing Questions

Who is responsible for interpreting summative and interim assessment results?

- Is the achievement gap different in ELA vs Math?

  - Is there a difference in instruction that can explain the pattern?
  - Is the difference indicative of students' language proficiency
  - Can the disaggregated data for EL and formerly EL students provide additional insight?

- Are there instructional programs that seem to be more effective than others?

Ongoing Questions

What is the action plan after administering the tests?

Interim assessment: High Performing vs Low Performing Students

Summative Assessment: High Performing vs Low Performing Students

What are you going to do differently after administering the test?

The Digital Library May Hold the Answers

- **The Assessment Literacy** modules are 15-minute interactive professional learning experiences. They build educator knowledge and skills to effectively use evidence from a balanced system of summative assessments, interim assessments, and the formative assessment process to improve teaching and learning.

- **The Instructional modules** are also 15-minute interactive experiences. They demonstrate the formative assessment process with an instructional task aligned to the Common Core State Standards (CCSS) for English language arts/literacy or mathematics. The tasks were selected because they represent an important shift or a key grade-level focus in the CCCSS. Most topics are part of a comprehensive package of four modules, one featuring each formative assessment attribute.

For New Administrators

- *Understanding the Smarter Balanced Assessment System*

  – This module is assessment literacy 101. In addition, at the end of the sections that describe each of the 3 components of the system, there is a summary of what that component does and does not do/how that component can and cannot be used.

  https://www.smarterbalancedlibrary.org/content/understanding-smarter-balanced-assessment-system

Digging A Little Deeper

- *Using the Smarter Balanced Score Reporting System Data: District Leaders.*
  https://www.smarterbalancedlibrary.org/content/using-smarter-balanced-reporting-system-data-district-leaders

- Using the *Smarter Balanced Score Reporting System Data: School Leaders.*
  https://www.smarterbalancedlibrary.org/content/using-smarter-balanced-reporting-system-data-school-leaders

- *Understanding why information from local assessments may differ from the summative and interim results*
  https://www.smarterbalancedlibrary.org/content/evaluating-classroom-assessments

Digging Even Deeper

New Interpretative Guides

http://www.cde.ca.gov/ta/tg/ca/caasppssreports.asp

Really Understand the Results

- ***Content Specifications*** describe how the content is bundled together into targets

  - **1. KEY DETAILS:** Use explicit details and implicit information from the text to support answers or basic inferences
    Standards: RL-1, RL-3 (DOK 1, DOK 2)

  - **RL-1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

  - **RL-3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Really Understand the Results

- *Understanding the Smarter Balanced Mathematics Content Specifications.*

  https://www.smarterbalancedlibrary.org/content/understanding-smarter-balanced-mathematics-content-specifications

- *Understanding the Smarter Balanced ELA Content Specifications.*

  https://www.smarterbalancedlibrary.org/content/understanding-smarter-balanced-elaliteracy-content-specifications

Really Understand the Results

Item specifications describe how specific targets are measured

Task Description:
- The item stem will make an inference or draw a conclusion based on the text and pose a question that requires the student to select the text evidence that supports the given inference or conclusion.

Item Specs (continued)

Task Description:

- The answer choices will present four options. Options that are paraphrased will be of similar structure. The correct answer will be a direct excerpt or a paraphrase of the text that provides support for the given inference or conclusion. The distractors will be direct excerpts or paraphrases of text content that may be plausible to students who

  1. misinterpret details in the text

  2. make erroneous inferences or judgments about the given inference/conclusion about the text

  3. apply faulty reasoning about the text.

Item Specs (continued)

- Distractors will reflect common student errors. Rationales should state the justification for the type of plausible distractor.

Target Evidence Statement:
- The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text.

Appropriate Stems:
- Which [detail/sentence/line] from the passage best supports [provide inference or conclusion based on the passage?

- [Provide inference or conclusion based on the passage]. Which [detail/sentence/line] from the passage best supports this [inference/conclusion] OR best shows [provide the inference/conclusion]?

Gathering More Data

- *Using Interim Assessment Blocks to Support Teaching and Learning.*

  https://www.smarterbalancedlibrary.org/content/using-interim-assessment-blocks-support-teaching-and-learning

- Gathering more information about students' knowledge and skills through the formative assessment process.

  https://www.smarterbalancedlibrary.org/content/eliciting-evidence-formative-assessment-process-grades-9-12